

Creating Culturally Responsive Classrooms:
Celebrating and Honoring Diversity

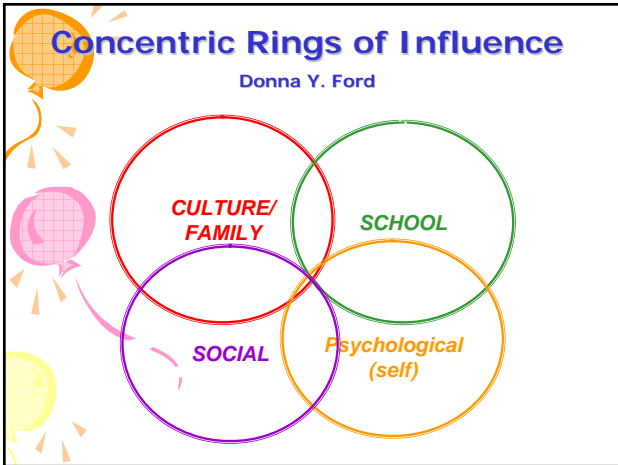
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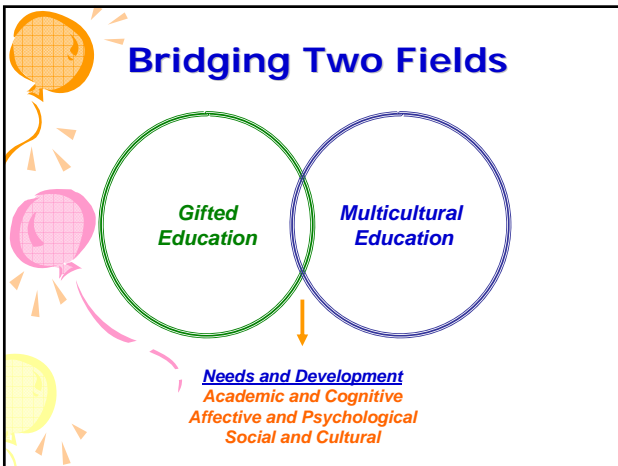
Topics

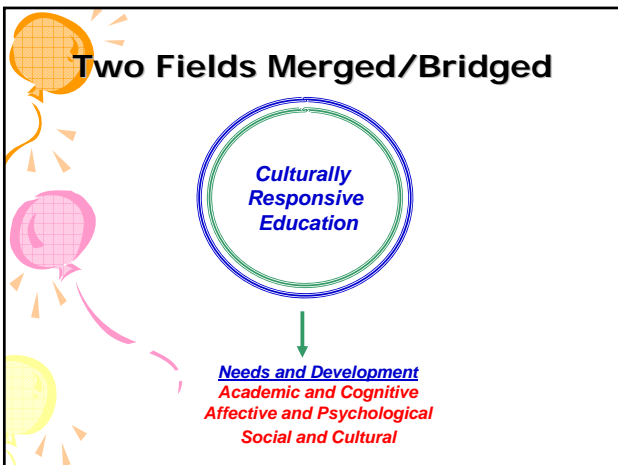
- **Creating Culturally Responsive Classrooms**
 - Culture
 - Instruction
 - Cultural styles and teaching styles
 - Multicultural Curriculum
 - literature

Elementary and Secondary School Civil Rights Survey (2002)

Race/Ethnicity	Enrollment		GT Enrollment		Total	
	Female	Male	Female	Male	% School District	% Gifted & Talented
American Indian/Alaskan Native	.59	.62	.49	.44	1.21	.93
Black	8.46	8.7	4.78	3.65	17.16	8.43
Hispanic/Latino	8.67	9.13	5.36	5.05	17.80	10.41
Asian/Pacific Islander	2.14	2.28	3.65	3.43	4.42	7.64
White	28.81	30.61	36.71	35.88	59.42	72.59
Total	48.67	51.33	51.27	48.73	100.00	100.00







Context

- ~ 92% of teachers are White*
- Most are female*
- Few teachers receive formal preparation in cultural and economic diversity*
- ~ 40% of students are Black, Latino, Asian and American Indian*
- ~ 50% of Black and Latino students live in poverty.*

Colorblindness

- Advantages
- Disadvantages

Questions to Consider...

- Why does culture matter in teaching and learning?*
- How can we create learning environments where students feel a sense of membership?*
- How can we build trusting and nurturing relationships with students who come from culturally different backgrounds?*
- How can we create learning environments that honor the worth and dignity of marginalized students-- students on the fringes?*
- How do I benefit by becoming more culturally competent?*

If you don't manage diversity, it will manage you.

Lee Meriwether. Me and This Thing Called Diversity.

Philosophy

Culturally diverse students are culturally diverse 24 hours a day, 7 days a week.

Six Dimensions of Multicultural Teaching: *Changing/Challenging Beliefs and Practice*

- Instruction** (Student centered; Variety of teaching styles, etc.)
- Educator** (Cultural knowledge, dispositions and skills; philosophy; stereotypes, biases, etc.)
- Curriculum** (multicultural, transformational, social justice, meaningful, relevant)
- Assessment** (on-going; multi-factored; fair, bias reduced; verbal, non-verbal)
- Students** (Cultural styles, values, beliefs, traditions, etc.)
- Family** (cultural values, empathy, relationships, etc.)



Cross-Cultural Misunderstanding

The more we retreat from the culture and the people, the less we learn about them.

The less we know about them, the more uncomfortable we feel about them.

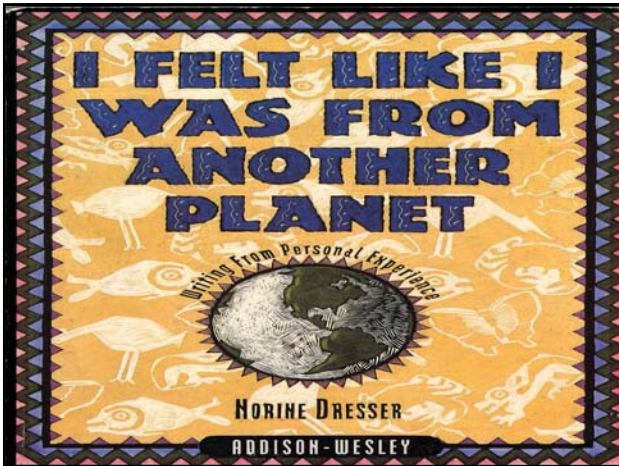
The more uncomfortable we feel among them, the more inclined we are to withdraw.

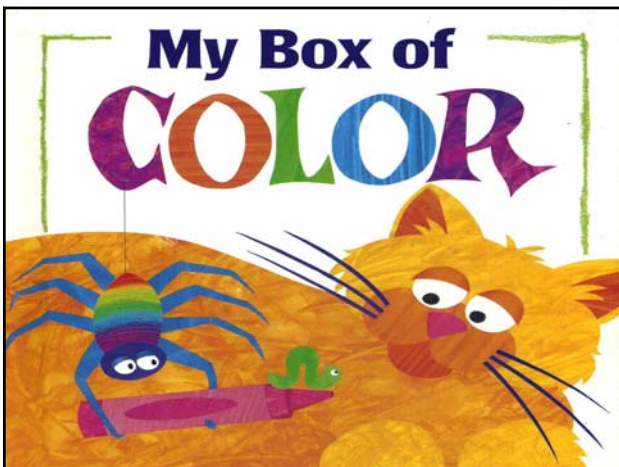
The more we withdraw from the people, the more we seem to dislike them.

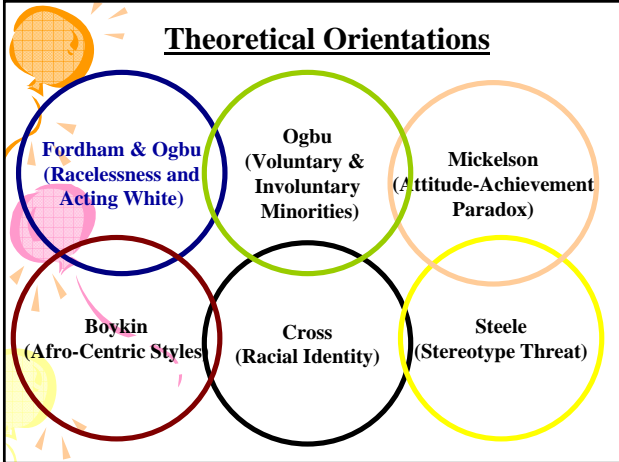
The less we know about their culture, the more we seem to dislike it.

And the worst of it is that, in the end, we begin to believe the very lies we've invented to console ourselves.

Craig Storti (1989). [The art of crossing cultures](#) (pp. 32-34).





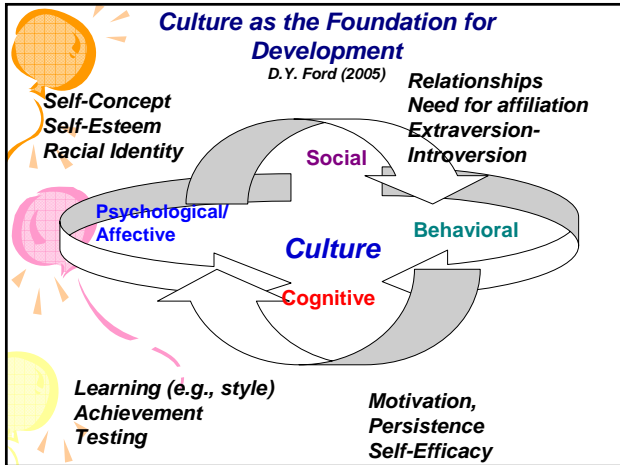


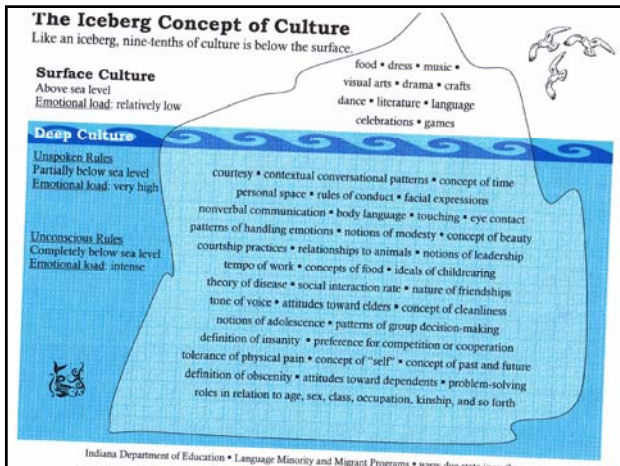
What is Culture?

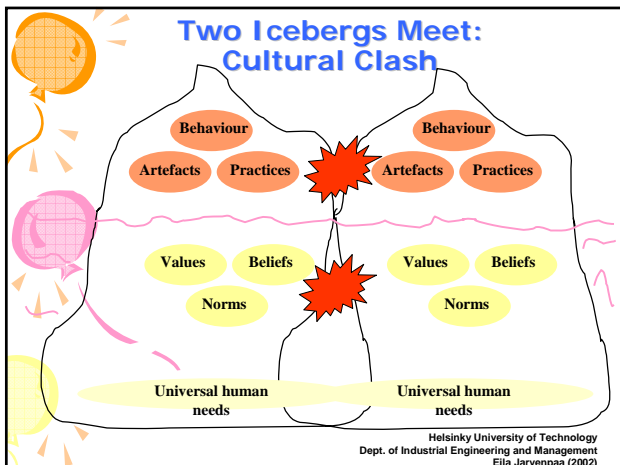
The accumulation of beliefs, values, attitudes, habits, customs and traditions shared by a group of people. These learned/acquired beliefs, values, etc., serve as a frame of reference/lens through which a group of people view and respond to the world.

The body is the hardware; culture is the software.

— Hofstede (Software of the Mind)







(Mis) Interpreting Behaviors

- 1 A student comes to the meeting 15-30 minutes after the stated time.
Interpretation: He/she is late and should at least apologize or give an explanation for such inconsideration/rudeness.
- 2 The student you are talking to does not look you in the eyes.
Interpretation: _____
- 3 While taking an exam, a student tells another student that his/her answer is incorrect.
Interpretation: _____
- 4 After teaching a lesson, you ask students to raise their hands if they are confused or don't understand. No hands are raised. After the test, most students fail.
Interpretation: _____

Body Language Quiz

1. According to psychologist Albert Mehrabian, of the total meaning of a spoken message:
 ___ % comes from the actual meaning of words.
 ___ % comes from the way you say the words.
 ___ % comes from facial expressions and other non-verbal communication.
2. In the following cities, guess how many times in one hour a couple in a café touches each other:
 ___ San Juan ___ Paris ___ London
3. A smile is one of the few forms of non-verbal expression that has the same meaning all over the world. True or false
4. Counting on the fingers, from 1 to 10, is a universal non-verbal gesture. True or false
5. What percentage of time of two negotiators from the following countries maintain eye contact during a negotiation session:
 Two Japanese ___% Two Americans ___% Two Brazilians ___%
6. The number of different communicative expressions Americans make with their face is: 6, 33, 50 or 120?
7. Which groups have the firmest handshake:
 ___ Vietnamese & Filipinos ___ Germans & Americans ___ Egyptians & Moroccans

Similarities and Differences: Cultural Filter/Software

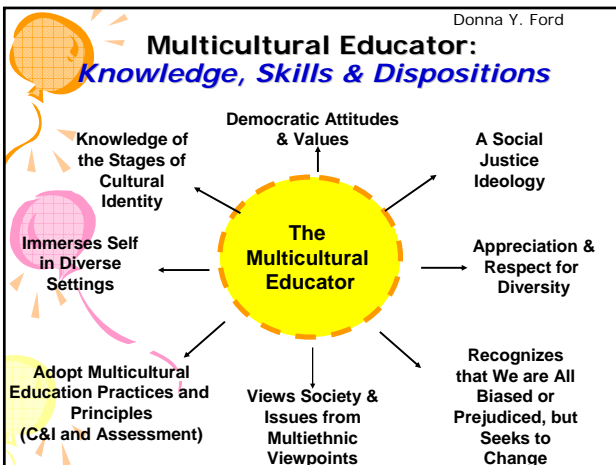
- Culture is social inheritance; learned and acquired.
- If all behavior were put on a continuum, that part related to culture would fall in the middle – between universal and personal.
- **Universal** – (ALL) eat, sleep, breath, blood, bones, lungs, heart, etc.; use language, seek shelter, raise children, need for safety, food, shelter, etc.
- **Cultural** – (SOME, MANY, MOST) how and what people eat, how and where sleep, how raise children, etc.
- **Personal** – (FEW) No two people from the same culture will be identical due to personality, interests, etc. (intra-group differences).
 - A personal influence can over-ride a cultural influence.

Dimensions of Culture: A Continuum

<i>Individualistic</i>	<i>Collectivist</i>
<i>Universalist</i>	<i>Particularist</i>
<i>Internal</i>	<i>External</i>
<i>Monochronic</i>	<i>Polychronic</i>
<i>Direct</i>	<i>Indirect</i>
<i>Verbal Communication</i>	<i>Non-Verbal Communication</i>
<i>High Power Distance</i>	<i>Low Power Distance</i>

Levels of Cultural Competence

	INCOMPETENCE	COMPETENCE
UNCONSCIOUS	<p>1 BLISSFUL IGNORANCE You are not aware that cultural differences exist between you and another person. It does not occur to you that you may be making cultural mistakes or that you may be misinterpreting much of the behavior going on around you.</p>	<p>4 SPONTANEOUS SENSITIVITY You no longer have to think about what you are doing in order to be culturally sensitive (in a culture you know well). Culturally appropriate behavior comes naturally to you, and you trust your intuition because it has been reconditioned by what you know about cross-cultural interactions.</p>
CONSCIOUS	<p>2 TROUBLING IGNORANCE You realize that there are cultural differences between you and another person, but you understand very little about these differences. You know there's a problem, but don't know the magnitude of it. You are worried about whether you'll ever figure out differences in others.</p>	<p>3 DELIBERATE SENSITIVITY You know there are cultural differences between people, you know some of the differences, and you try to modify your own behavior to be sensitive to these differences. This does not come naturally, but you make a conscious effort to behave in culturally sensitive ways. You are in the process of replacing old intuitions with new ones.</p>



Culturally Responsive Teachers

- Establish classroom communities based on the concepts of care and culture.
- Establish trusting relationships with students and feelings of kinship/family
- Hold high expectations for students
- Know their students and the subject matter
- Plan C&I with a rich audit of who the students are.
- Seek to connect students' in-school lives with their out-of-school lives

- Have a sense of responsibility for students – Carry the burden of success with their students; do not assign success or failure to the students only
- Have a sense of co-destiny with students
- Confront racist stereotypes in the curriculum and the instructional environment
- Help students critique social and cultural norms and mores
- Resist curriculum that is disempowering
- Focuses C&I on helping students to develop strategies and hope/optimism for overcoming academic and social barriers

- Understand culture-specific behaviors
- Pay attention to current events and incorporate them into lessons
- Place learning in a meaningful context
- Find ways to help students see meaning in gaining an education
- Provide instruction that gives shape and form to students' lives
- Use literature that is culturally relevant and that speaks to students' experiences and interests
- Help students understand society's perceptions of who they are while helping students to define who and what they want to become

- Tatum, A. (2005). *Teaching reading to Black adolescent males.*

What does a culturally responsive classroom look like?

- Teachers are not cultureblind and they do not want to be cultureblind.
- Students have dignity and racial/cultural pride.
- Students feel valued; a member of the classroom community.
- Diversity is respected, not tolerated, not ignored.
- Harmony and cohesion exist among students from different backgrounds.
- Curriculum and materials are multicultural and at the highest level.
- Expectations are high for ALL students.
